DOCUMENT RESUME

ED 287 060 CE 048 597

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TITLE Commercial Art.
INSTITUTION Ocean County Vocational Technical School, Toms River, N.J.
SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE [87]
NOTE 130p.; For related documents, see CE 048 598-603.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Basic Skills; Behavioral Objectives; *Commercial Art; Communication Skills; Competency Based Education; Curriculum Guides; *Design; Industrial Arts; *Integrated Curriculum; Job Skills; Learning Activities; Mathematics Skills; Sciences; Secondary Education; *Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS Science Skills

ABSTRACT

This curriculum guide provides materials for a competency-based course in commercial art at the secondary level. The curriculum design uses the curriculum infused model for the teaching of basic skills as part of vocational education and demonstrates the relationship of vocationally related skills to communication, mathematics, and science knowledge. Basic skills matrices are provided that indicate the curriculum in which each skill is studied. A list of course objectives precedes the curriculum. Course materials are divided into units, each of which correlates task, theory, communication skills, mathematics skills, science knowledge, and student outcomes. Units include classroom safety, commercial art theory, basic drawing, tools, measurement, rough layout, layout and design, lettering, paste-up, inking, silkscreen, color, cartooning, airbrush, computer, photography, art career, and stat camera. (YLB)

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Ocean County Vocational-Technical Schools

# Commercial Art

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CE048597

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## PHILOSOPHY OF EDUCATION

The Ocean County Vocational-Technical Education Program should consist of those courses, activities and experiences which are designed to prepare students for a successful entrance in a given field of work. The program should be based upon an analysis of the worker needs of the field of work, the opportunities and requirements for entrance, and the particular characteristics and needs of the students.

We believe that:

The school should educate and train the students to live effectively in our ever-changing world.

The school should provide, for each student, intensive training toward general and specific job objectives, and setting standards of performance in keeping with the requirements of that particular field of work.

All students should evidence the interest, aptitude, and ability to profit from the specialized instruction, and this should be a condition of entrance into or continuance in a given field of work.

Equal attention should be given in the school program to develop sound character, good citizenship, ability to think critically, and maintain good mental and physical health.

The school must be constantly striving to fulfill its ultimate purpose; that of serving the students and the community. The school should give careful consideration to the needs, interests, and capacities of the students and the educational and technical background, experience, training, and professional interest of the professional staff as they develop a working philosophy of education.

## PREFACE

The curriculum format employed by this project is competency based and utilizes the Ocean County Vocational-Technical Schools' curriculum infused model for the teaching of basic skills as part of vocational education. The design demonstrates the relationship of vocationally related skills to communication, mathematics and science knowledge. Proficiencies with regard to student outcomes cannot be achieved without mastery in related academic areas. All student outcome objectives are predicated upon entry level skills which reflect the dictates of the job marketplace and industry. In addition, basic skills matrices developed by the district and vocational skill profiles are included. The totality of this package is designed to facilitate the vocational teaching process and to enhance the learning experiences of our students.

## POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

| COURSE | TOTAL HOURS | HOURS SPENT COMMUNICATION SKILLS | HOURS SPENT ON COMPUTATION SKILLS | HOURS SPENT ON SCIENCE | TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP |
|---|---|---|---|---|---|
| AIR CONDITIONING, REFRIGERATION AND HEATING | 900 | 140 | 120 | 120 | 520 |
| AUTO BODY REPAIR | 900 | 130 | 120 | 125 | 525 |
| AUTOMOTIVE MECHANICS | 900 | 150 | 120 | 120 | 510 |
| AUTOMOTIVE AND DIESEL ENGINE REBUILDING | 900 | 216 | 126 | 125 | 433 |
| BEAUTY CULTURE I AND II | 1000 | 240 | 120 | 164 | 476 |
| BUILDING TRADES | 900 | 135 | 120 | 130 | 515 |
| BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL | 450 | 200 | 60 | 40 | 150 |
| CHILD CARE AIDE | 900 | 240 | 120 | 122 | 418 |

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

| COURSE | TOTAL HOURS | HOURS SPENT ON COMMUNICATION SKILLS | HOURS SPENT ON COMPUTATION SKILLS | HOURS SPENT ON SCIENCE | TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP |
|---|---|---|---|---|---|
| COMMERCIAL ART AND PRINTING CAREERS | 900 | 120 | 125 | 75 | 580 |
| COMMERCIAL BUILDING CONSTRUCTION (MASONRY) | 900 | 130 | 125 | 130 | 515 |
| COMMERCIAL PHOTOGRAPHY & TELEVISION PRODUCTION | 900 | 150 | 125 | 80 | 545 |
| CUSTOM CABINETMAKING AND DESIGN | 900 | 130 | 120 | 60 | 590 |
| DENTAL ASSISTING | 450 | 168 | 65 | 77 | 140 |
| DESIGN DRAFTING | 900 | 135 | 150 | 165 | 450 |
| ELECTRICAL TRADES | 900 | 106 | 120 | 124 | 550 |
| FOOD SERVICES | 900 | 206 | 132 | 125 | 437 |

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

| COURSE | TOTAL HOURS | HOURS SPENT ON COMMUNICATION SKILLS | HOURS SPENT ON COMPUTATION SKILLS | HOURS SPENT ON SCIENCE | TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP |
|---|---|---|---|---|---|
| INDUSTRIAL AUTOMATION AND ELECTRONICS | 900 | 129 | 140 | 132 | 499 |
| INTERIOR ARCHITECTURE AND DESIGN | 900 | 210 | 130 | 120 | 440 |
| LANDSCAPING AND GREENHOUSE TECHNOLOGY | 900 | 125 | 125 | 175 | 475 |
| MACHINE SHOP TRADES | 900 | 129 | 120 | 70 | 581 |
| MARINE ENGINE AND BOAT SERVICE | 900 | 164 | 120 | 125 | 491 |
| MEDICAL-DENTAL RECEPTIONIST | 450 | 173 | 60 | 77 | 140 |
| MEDICAL SKILLS AND RELATED HEALTH CAREERS | 450 | 135 | 65 | 125 | 125 |
| MEDICAL SKILLS (ADVANCED) | 450 | 125 | 60 | 125 | 140 |

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

| COURSE | TOTAL HOURS | HOURS SPENT ON COMMUNICATION SKILLS | HOURS SPENT ON COMPUTATION SKILLS | HOURS SPENT ON SCIENCE | TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP |
|---|---|---|---|---|---|
| PLUMBING AND HEATING | 900 | 140 | 120 | 120 | 520 |
| RECREATIONAL VEHICLE MAINTENANCE AND REPAIR | 900 | 125 | 130 | 60 | 585 |
| T.V. AND COMPUTER REPAIR | 900 | 125 | 150 | 175 | 450 |
| WELDING | 900 | 135 | 120 | 100 | 545 |

## COMMUNICATION SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. The asterisk indicates that the topic is studies in that curriculum.

| COURSE | Functional Reading Skills | Vocabulary | Identifying Main Ideas | Meanings in Context | Inferences | Fact-Opinion Distinction | Signal Words | Parts of Text-book/Manual | Following Directions | Outlining and Notetaking | Interpretation Maps, Graphs & Charts | Interpretation Diagrams, etc. | Test Taking Skills | Expository Writing Skills | Problem Solving | Spelling | Oral Communication | Study Skills | Resume Writing | Job Application Skills |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AIR CONDITIONING, REFRIGERATION AND HEATING | * | * | | * | * | * | * | | * | * | * | * | | * | * | * | * | | * | * |
| AUTO BODY REPAIR | * | * | | * | * | * | * | | * | * | * | * | | * | * | * | * | | * | * |
| AUTO MECHANICS | * | * | * | * | * | * | * | * | * | * | * | * | | * | * | * | * | * | * | * |
| AUTOMOTIVE & DIESEL ENGINE REBUILDING | * | * | * | * | * | * | * | * | * | * | * | * | | * | * | * | * | | * | * |
| BEAUTY CULTURE I AND II | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | | * | * |
| BUILDING TRADES | * | * | | * | * | * | * | | * | * | * | * | | * | * | * | * | | * | * |
| BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL | * | * | * | * | * | * | * | | * | | * | * | | * | | * | * | | * | * |
| CHILD CARE AIDE | * | * | * | * | * | * | * | | * | * | * | | * | * | | * | * | * | * | * |
| COMMERCIAL ART AND PRINTING CAREERS | * | * | * | * | * | * | * | | * | * | * | * | | * | * | * | * | | * | * |
| COMMERCIAL BUILDING CONSTRUCTION | * | * | * | | * | * | * | | * | * | * | * | | * | | | * | | * | * |
| COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION | * | * | * | * | * | * | * | | * | * | * | * | | * | * | * | * | | * | * |
| CUSTOM CABINETMAKING AND DESIGN | * | * | | * | * | * | * | | * | * | * | * | | * | * | * | * | | * | * |
| DENTAL ASSISTING | * | * | * | * | * | * | * | | * | * | * | * | | * | * | * | * | | * | * |

COMMUNICATION SKILLS CONTINUED

| COURSE | Functional Reading Skills | Vocabulary | Identifying Main Ideas | Meanings in Context | Inferences | Fact-Opinion Distinction | Signal Words | Parts of Text-book/Manual | Following Directions | Outlining and Notetaking | Interpretation Maps, Graphs, Charts | Interpretation Diagrams, etc. | Test Taking Skills | Expository Writing Skills | Problem Solving | Spelling | Oral Communication | Study Skills | Resume Writing | Job Application Skills |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DESIGN DRAFTING | * | * | * | | * | * | * | | * | * | * | * | | * | * | | | | * | * |
| ELECTRICAL TRADES | * | * | * | * | * | * | * | | * | * | * | * | * | * | * | * | | | * | * |
| FOOD SERVICES | * | * | * | | * | * | | | * | | * | * | | * | * | | * | | * | * |
| INDUSTRIAL AUTOMATION AND ELECTRONICS | * | * | * | | * | * | | | * | | * | * | | * | * | | * | | * | * |
| INTERIOR ARCHITECTURE AND DESIGN | * | * | * | * | * | * | * | * | * | * | * | * | | * | * | * | * | | * | * |
| LANDSCAPING AND GREENHOUSE TECHNOLOGY | * | * | * | * | * | * | * | | * | * | * | * | | * | * | | * | | * | * |
| MACHINE SHOP TRADES | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| MARINE ENGINE AND BOAT SERVICE | * | * | * | | * | * | * | * | * | * | * | * | | * | * | | | | * | * |
| MEDICAL-DENTAL RECEPTIONIST | * | * | * | * | * | * | * | | * | * | * | * | | * | | * | * | * | * | * |
| MEDICAL SKILLS AND RELATED HEALTH CAREER | * | * | * | * | * | * | * | | * | * | * | * | | * | | * | * | * | * | * |
| MEDICAL SKILLS (ADVANCED) | * | * | * | * | * | * | * | | * | * | * | * | | * | | * | * | * | * | * |
| PLUMBING AND HEATING | * | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | | * | * |
| RECREATIONAL VEHICLE MAINTENANCE AND REPAIR | * | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | | * | * |
| T.V. AND COMPUTER REPAIR | * | * | * | * | * | * | * | * | * | | * | * | | * | * | | | | * | * |
| WELDING | * | * | * | | | * | * | | * | * | * | * | | * | * | | | | * | * |

## MATHEMATICS SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. Those listed as "Not Available" do not offer enough hours to qualify for credits at your high school. However, we have noted the skills covered. Those listed with an asterisk after the title are eligible. The asterisk indicates that the topic is studied in that curriculum.

| COURSE | Whole Numbers | Common Fractions | Decimals | Percentages | Weights and Measurements | Ratio and Proportion | Powers and Roots | Formulas | Estimating | Geometry | Basic Trigo-metric Function | Graphs |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AIR CONDITIONING, REFRIGERATION AND HEATING | * | * | * | * | * | * | * | * | * | * | * | * |
| AUTO BODY REPAIR | * | * | * | * | * | * | * | * | * | * | | * |
| AUTO MECHANICS | * | * | * | * | * | * | * | * | * | | | * |
| AUTOMOTIVE AND DIESEL ENGINE REBUILDING | * | * | * | * | * | * | * | * | * | | | * |
| BEAUTY CULTURE I AND II | * | * | * | * | * | * | * | * | * | * | * | * |
| BUILDING TRADES | * | * | * | * | * | * | * | * | * | * | * | * |
| BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL | * | | * | * | | * | | | * | | | * |
| CHILD CARE AIDE | * | * | * | * | * | * | | * | * | * | * | * |
| COMMERCIAL ART AND PRINTING CAREERS | * | * | * | * | * | * | | * | * | * | | * |
| COMMERCIAL BUILDING CONSTRUCTION | * | * | * | * | * | * | | * | * | * | * | * |
| COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION | * | * | * | * | * | * | | * | | | * | |
| CUSTOM CABINETMAKING AND DESIGN | * | * | * | * | * | * | * | * | * | * | * | * |
| DENTAL ASSISTING | * | * | * | * | * | * | | * | | | | * |

MATHEMATICS SKILLS CONTINUED

| COURSE | Whole Numbers | Common Fractions | Decimals | Percentages | Weights and Measurements | Ratio and Proportion | Powers and Roots | Formulas | Estimating | Geometry | Basic Trigo-metric Function | Graphs |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DESIGN DRAFTING | * | * | * | * | * | * | | * | * | * | * | |
| ELECTRICAL TRADES | * | * | * | * | * | * | * | * | * | * | | * |
| FOOD SERVICES | * | * | * | * | * | | | * | * | | | * |
| INDUSTRIAL AUTOMATION AND ELECTRONICS | * | * | * | * | * | * | * | * | * | * | * | * |
| INTERIOR ARCHITECTURE AND DESIGN | * | * | * | * | * | * | | * | * | | | * |
| LANDSCAPING AND GREENHOUSE TECHNOLOGY | * | * | * | * | * | * | | * | | | * | * |
| MACHINE SHOP TRADES | * | * | * | * | * | * | * | * | * | * | * | * |
| MARINE ENGINE AND BOAT SERVICE | * | * | * | * | * | * | | * | | | * | * |
| MEDICAL-DENTAL RECEPTIONIST | * | * | * | * | * | * | * | * | * | * | | * |
| MEDICAL SKILLS AND RELATED HEALTH CAREERS | * | * | * | * | * | * | | * | | | * | |
| MEDICAL SKILLS (ADVANCED) | * | * | * | * | * | * | | * | | | * | |
| PLUMBING AND HEATING | * | * | * | * | * | * | | * | | | * | * |
| RECREATIONAL VEHICLE MAINTENANCE AND REPAIR | * | * | * | * | * | * | | * | | | * | * |
| T.V. AND COMPUTER REPAIR | * | * | * | * | * | * | * | * | | | * | * |
| WELDING | * | * | * | * | * | * | | * | | | * | * |

## SCIENCE SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. Those listed as "Not Available" do not offer enough hours to qualify for credits at your high school. However, we have noted the skills covered. Those listed with an asterisk after the title are eligible. The asterisk indicates that the topic is studied in that curriculum.

| | HUMAN ANATOMY | | | | | | ASTRONOMY | | | CHEMISTRY | | | PHYSICS | | | | | ECOLOGY | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE | Cellular Theory | Skeletal System | Muscles | Systems of Body | Diseases | Psychology | Solar System | Gravity | Weather | Matter | Chemical Reactions | Applied Chemistry | Light | Magnetism | Heat | Magnetism and Electricity | Nuclear Energy | Botany | Food Production | Fuels | Nutrition | Waste Disposal |
| AIR CONDITIONING, REFRIGERATION AND HEATING | | | | | | | * | * | * | * | * | * | | | * | * | | | | * | * | |
| AUTO BODY REPAIR | | | | | | | | * | * | * | * | * | * | * | * | | | | | * | | * |
| AUTO MECHANICS | | | | | | | | * | | * | * | * | * | * | * | * | | | | * | | |
| AUTOMOTIVE DIESEL AND ENGINE REBUILDING | | | | | | | | * | | * | * | * | | * | * | * | * | | | * | | * |
| BEAUTY CULTURE I AND II | * | * | * | * | * | * | | | | | * | * | | | | | | | | | * | |
| BUILDING TRADES | | | | | | | * | * | * | * | * | * | * | | * | * | | | | * | | |
| BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL | | * | * | * | | * | | | | | | | | | | | | | | | | |
| CHILD CARE AIDE | * | * | * | * | * | * | | | | | | | | | | | | | | | * | |
| COMMERCIAL ART AND PRINTING CAREERS | N | O | T | A | V | A | I | * L | A | * B | * L | * E | * | | * | * | | | | | | * |
| COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION | N | O | T | A | V | * A | I | * L | A | * B | * L | * E | * | | * | * | | | | | | * |
| CUSTOM CABINETMAKING AND DESIGN | * N | O | T | A | V | A | I | * L | A | * B | * L | * E | | | * | | | * | | | | |

| SCIENCE SKILLS CONTINUED | HUMAN ANATOMY | | | | | | ASTRONOMY | | | CHEMISTRY | | | PHYSICS | | | | | ECOLOGY | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE | Cellular Theory | Skeletal System | Muscles | System of Body | Diseases | Psychology | Solar System | Gravity | Weather | Matter | Chemical Reactions | Applied Chemistry | Light | Magnetism | Heat | Magnetism and Electricity | Nuclear Energy | Botany | Food Production | Fuels | Nutrition | Waste Disposal |
| DENTAL ASSISTING | * | * | * | * | * | * | | | | * | * | * | | | | | | | | | * | |
| DESIGN DRAFTING | | | | | | | * | | * | * | | * | * | | * | * | | | | * | | |
| ELECTRICAL TRADES | | | | | | | * | * | * | | | | * | * | * | * | * | | * | | | |
| FOOD SERVICES | | | | | * | * | | | | | * | * | | | | | | | * | | * | |
| INDUSTRIAL AUTOMATION AND ELECTRONICS | | | | | | | | * | | * | | | * | * | * | * | * | | | * | | |
| INTERIOR ARCHITECTURE AND DESIGN | | * | * | | | * | * | * | * | * | * | * | * | | * | * | | | | | | |
| LANDSCAPING AND GREENHOUSE TECHNOLOGY | | | | | | | * | * | * | | * | * | | | | | | * | * | * | | |
| MACHINE SHOP TRADES | | | | | | | | | | * | | | | | * | * | | | | * | | |
| MARINE ENGINE AND BOAT SERVICE | | | | | | | | * | * | * | * | * | * | * | * | | | | | * | | |
| MEDICAL-DENTAL RECEPTIONIST | N | * O | * T | * A | * V | * A | I | L | A | B | * L | E | | | | | | | | | | |
| MEDICAL SKILLS AND RELATED HEALTH CAREERS | * | * | * | * | * | * | | | | * | * | | | | | | | | | | * | |
| MEDICAL SKILLS (ADVANCED) | * | * | * | * | * | * | | | | * | * | | | | | | | | | | * | |
| PLUMBING AND HEATING | | | | | | | | * | * | * | * | * | | | * | | | | | * | | |
| RECREATIONAL VEHICLE MAINTENANCE AND REPAIR | N | O | T | A | V | A | I | * L | A | * B | * L | * E | * | * | * | | | | | * | | |
| T.V, AND COMPUTER REPAIR | | | | | | | | | | * | * | * | * | * | * | * | | | | | | |
| WELDING | | | | | | | | * | | * | * | * | | * | * | | | | | * | | |

## COURSE OBJECTIVES

1. To prepare students with entry level skills, abilities and knowledge for employment in the commercial art trades.

2. To present 900 hours of instruction and practice in the commercial art trades in accordance with the course curriculum and skill profile outline.

3. To provide a detailed summary evaluation of the proficiency achieved by each student representing the most important content areas presented in the commercial art trades skill profile.

4. To help each student develop positive attitudes and ideals related to their occupation in the commercial art trades and understand their own capabilities and potential.

5. To instill in each student the need to plan for their professional growth through continuous learning in their chosen occupation.

## STUDENT ACTIVITIES

All students enrolled in the Ocean County Vocational-Technical School are encouraged to join Vocational Industrial Clubs of America (VICA). Student activities are infused into each program. Each building has a student government and a student activities program separate from VICA. Additionally, students from each center and every class are encouraged to participate in the VICA Leadership and Job Demonstration Contests which begin in the centers and radiate throughout the district as Ocean County Vocational-Technical School inter school winners are chosen.

Student activities emphasize the basic precepts of VICA, as well as, the basic tenets of democracy. Within that context, each of our programs teaches the dignity of work, high standards in trade ethics and safety, and a belief in the free enterprise economic system.

UNIT: CLASSROOM SAFETY

TOPIC: TOOLS

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Utilizing tools and solvents | A. X-acto knife and razor safety<br>B. Solvent and chemical handling<br>1. Right-to-Know Law<br>a. Absorption<br>b. Ingestion<br>c. Inhalation<br>d. Eye safety<br>2. Safe handling procedures<br>C. Carcinogens<br>D. Spray Adhesives<br>E. Fixatives<br>F. Rubber Cement<br>G. Photo-chemicals | A. Deductive reasoning<br>Written exam<br>B. Vocabulary<br>Identification of solvents<br>C. Spelling<br>Identification of solvents<br>D. Functional reading skills<br>1. Label & precautions<br>2. Safety handouts<br>3. Chemical mixing procedures<br>E. Inferencing<br>F. Test-taking skills<br>G. Oral communication<br>H. Signal words<br>I. Notetaking<br>J. Following directions | A. Ratio and Proportion<br>Mixing photo-chemicals<br>B. Weights and Measurement<br>1. Liquid<br>2. Dry | A. Acids<br>1. Definition<br>2. Safe handling procedures<br>B. Absorption<br>1. Definition<br>2. Protective procedures<br>C. Ingestion<br>1. Definition<br>2. Protective procedures<br>D. Inhalation<br>1. Definition<br>2. Protective procedures<br>E. Protective devices<br>1. Rubber gloves<br>2. Goggles<br>F. Liquid Measurement<br>1. Ounces<br>2. Pints<br>3. Quarts<br>4. Gallons<br>G. Dry measurement<br>1. Ounces<br>2. Pounds | A. The student will be able to demonstrate safe handling procedures of solvents<br>B. The student will be able to demonstrate safe handling of x-acto knives and razors<br>C. The student will be able to demonstrate a knowledge of safe chemical and solvent handling procedures upon written examination<br>D. The student will be able to safely mix photochemicals<br>E. The student will be able to identify potentially hazardous chemicals and solvents by reading label precautions |

**UNIT:** COMMERCIAL ART THEORY

**TOPIC:**

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| | I. Commercial Art<br><br>A. Fine Art<br>B. Illustration<br>C. Commercial Art<br>D. Printing Processes | A. Functional reading skills<br><br>Informational handouts<br><br>B. Vocabulary<br><br>1. Commercial art fields<br>2. Printing processes<br>3. Layout glossary<br><br>C. Identifying main ideas<br><br>1. Relationship of commercial art fields<br>2. Relationship of art to printing<br><br>D. Notetaking<br>E. Spelling<br><br>Layout terms<br><br>F. Test taking skills<br>G. Writing skills | | A. Applied Chemistry<br><br>1. Chemical relationships in photo-offset theory<br>2. Chemical relationships in gravure process<br>3. Inks<br><br>B. Vocabulary<br><br>1. Relief<br>2. Planographic<br>3. Reverse images to right reading print<br><br>C. Photographic Theory<br><br>1. Plates<br>2. Stencils | A. Discuss the relationship of the fields within commercial art upon written examination<br>B. Demonstrate a knowledge of photo-offset theory upon written examination<br>C. List the four basic printing processes upon written examination<br>D. Demonstrate a knowledge of printing processes upon written examination |

UNIT: BASIC DRAWING

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Proper utilization of drafting tools | A. Drafting tools<br>1. Identification<br>2. Utilization<br>B. Commercial art papers<br>1. Identification<br>2. Utilization | A. Functional reading skills<br>1. Labels<br>2. Containers<br>3. Informational handouts<br>B. Vocabulary<br>1. Tool identification<br>2. Paper identification<br>C. Notetaking<br>D. Test-taking skills<br>E. Spelling<br>1. Tools<br>2. Papers | A. Geometry<br>1. Angles of triangles<br>2. Horizontal lines<br>3. Vertical lines<br>4. Parallel lines<br>5. Diagonal lines<br>6. Identify geometric forms<br>B. Measurement<br>Use of standard measurement scales | A. Applied chemistry<br>1. Chemical relationship of materials i.e., erasers to material<br>2. Papers<br>a. Absorbency<br>b. Rigidity<br>c. finish | A. Identify five tools upon written examination<br>B. Identify five papers upon written examination<br>C. Demonstrate proper care of tools<br>D. Utilize proper tools for task<br>E. Identify angles and draw diagonal lines<br>F. Draw horizontal parallel lines<br>G. Draw vertical parallel lines<br>H. Utilize standard measurement scales<br>I. Select proper paper for task |
| II. Production of Representational Drawings | A. Pencils<br>B. Papers<br>C. Illustration aids<br>D. Tracing and transfer | A. Functional reading skills<br>1. Labels<br>2. Information handouts<br>B. Vocabulary<br>1. Tool identification<br>2. Paper identification | A. Ratio and proportion<br>1. Enlargement<br>2. Reduction | A. Applied chemistry<br>1. Chemical make-up of pencils<br>2. Erasers | A. Identify grades of pencils<br>B. Demonstrate a knowledge of chemical make-up of pencils upon written examination<br>C. Identify four types of illustration aids upon written examination |

UNIT: BASIC DRAWING - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| II. Production of Representational Drawings - Continued | | C. Note taking<br>D. Test taking skills<br>E. Spelling<br><br>Illustration aids | | | D. Utilize illustration aids<br>E. Utilize tracing and transfer procedures<br>F. Identify types of paper |
| III. Production of Perspective Drawings | A. Perspective drawing<br><br>1. One-point<br>2. Two-point<br><br>B. Isometric drawing<br>C. Oblique drawing | A. Functional reading skills<br><br>Informational handouts<br><br>B. Vocabulary<br>C. Note taking<br>D. Interpretation of diagrams<br><br>1. One-point perspective<br>2. Two-point perspective<br>3. Isometric drawings<br>4. Oblique drawings<br><br>E. Following directions<br><br>Utilization of performance test handout<br><br>F. Test taking skills<br>G. Spelling<br><br>Related terminology | A. Geometry<br><br>1. Points<br>2. Lines<br>3. Convergent lines<br>4. Parallel lines<br>5. Angles<br><br>a. Degrees<br><br>6. Diagonal lines<br>7. Perpendicular lines<br><br>B. Measurement<br><br>Standard measurement scales | | A. Produce a one-point perspective drawing<br>B. Produce a two-point perspective drawing<br>C. Produce and isometric drawing<br>D. Produce an oblique drawing<br>E. Identify and select grades of pencils for task<br>F. Identify and select tools for task<br>G. Identify and select papers for task<br>H. Demonstrate a knowledg of perspective, isometric and oblique drawings upon written examination |

UNIT: TOOLS

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Identification of tools | A. Commercial art tools<br>1. Identification<br>2. Utilization | A. Functional reading skills<br>1. Informational handouts<br>2. Containers<br>3. Labels<br>B. Vocabulary<br>Tool names and identification<br>C. Spelling<br>D. Note taking<br>E. Test taking skills | A. Geometry<br>1. Angles<br>2. Degrees | A. Applied chemistry<br>1. Chemical relationship of materials<br>a. Erasers<br>b. Rubber cement | A. Identify five tools upon written examination<br>B. Demonstrate proper care of tools<br>C. Utilize proper tools for task |
| II. Utilization of inking tools | A. Inking tools<br>1. Identification<br>2. Utilization<br>B. India ink | A. Functional reading skills<br>1. Informational handouts<br>2. Containers<br>3. Labels<br>B. Vocabulary<br>Tool names and identification<br>C. Spelling<br>D. Note taking<br>E. Test taking skills<br>F. Following directions<br>Performance test | | A. Applied chemistry<br>Characteristics of India ink | A. Identify three inking tools upon written examination<br>B. Demonstrate proper care of tools<br>C. Utilize proper tool for task<br>D. Produce an inking assignment on bristol |

UNIT: MEASUREMENT

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Demonstration of usage of standard measurement | A. Reading the ruler<br>B. Utilizing the ruler<br>C. Reducing fractions | A. Functional reading skills<br>1. Informational handouts<br>2. Worksheets<br>B. Following directions<br>C. Interpreting diagrams<br>D. Note taking<br>E. Test taking skills<br>F. Vocabulary<br>1. Numerators<br>2. Denominators | A. Whole Numbers<br>1. Inch divisions<br>2. Addition, subtraction, multiplication and division<br>B. Common fractions<br>1. Fractional divisions<br>2. Numerators<br>3. Denominators<br>4. Addition<br>5. Subtraction<br>6. Multiplication<br>7. Division<br>8. Compound<br>9. Reduction<br>10. Improper<br>C. Measurement<br>Utilization of standard scale<br>D. Decimals<br>1. Convert decimals to fractions<br>2. Convert fractions to decimals<br>3. Add decimals<br>4. Subtract decimals | | A. Utilize standard measurement scales to draw guidelines<br>B. Measure accurately to within 1/16 inch<br>C. Reduce fractions to the lowest form<br>D. Divide compound fractions<br>E. Reduce fractions upon written examination |

UNIT: MEASUREMENT - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| II. Utilization of point and pica measurement scales | A. Type measurement<br>1. Points<br>2. Picas<br>3. Leads<br>B. Em measurement<br>1. Ems<br>2. Units<br>C. Inch conversions<br>1. Points in picas<br>2. Picas in inch<br>3. Points in inch | A. Functional reading skills<br>Informational handouts<br>B. Following directions<br>C. Interpreting diagrams<br>D. Note taking<br>E. Test taking skills<br>F. Vocabulary<br>1. Point<br>2. Pica<br>3. Em<br>4. Lead<br>5. Type | A. Whole numbers<br>1. Addition<br>2. Subtraction<br>3. Multiplication<br>4. Division<br>B. Measurement<br>1. Utilization of printer's measurement<br>a. Points<br>b. Picas<br>c. Ems<br>C. Fractions<br>1. Addition<br>2. Subtraction<br>3. Multiplication<br>4. Division | | A. Utilize point and pica measurement scales to draw guidelines<br>B. Utilize point measurement type accurately within one point<br>C. Convert standard measurement to printer's measurement<br>D. Convert printer's measurement to standard measurement<br>E. Demonstrate a knowledge of points and picas upon written examinations |

UNIT: ROUGH LAYOUT

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Utilization of symbols of the trade | A. Rough layout symbols<br>1. Body copy<br>2. Subheads<br>3. Display type<br>4. Illustration<br>5. Photographs<br>B. Terminology<br>1. Surprint<br>2. Reverse print<br>3. Dropout<br>4. Halftone<br>5. Logo<br>6. Body copy<br>7. Subhead<br>8. Display type<br>C. Measurement<br>1. Standard<br>2. Printer's | A. Functional reading skills<br>Informational handouts<br>B. Vocabulary<br>Printing terminology<br>C. Following directions<br>Rough layout performance tests<br>D. Interpretation of diagrams<br>Rough layout symbols<br>E. Note taking<br>F. Test taking skills<br>G. Spelling<br>Terminology | A. Measurement<br>1. Utilize standard measurement scales<br>2. Utilize printer's measurement | | A. Produce rough layouts utilizing proper symbols of the trade<br>B. Demonstrate a knowledge of rough layout symbols upon written examination<br>C. Identify papers |

UNIT: ROUGH LAYOUT - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| II. Producing pencil roughs | A. Pencils<br>1. Grades<br>2. Chemical make-up<br>3. Crosshatching<br>B. Rough layout symbols<br>C. Measurement<br>D. Use of drafting tools<br>E. Type measurement | A. Funcational reading skills<br>1. Informational handouts<br>2. Performance test directions<br>B. Vocabulary<br>Printing terminology<br>C. Following directions<br>Rough layout performance test<br>D. Interpretation of diagrams<br>Rough layout symbols<br>E. Test taking skills<br>F. Spelling<br>1. Art copy<br>2. Printing terminology | A. Measurement<br>1. Utilize standard measurement scales<br>2. Utilize printer's measurement<br>B. Geometry<br>Identify geometric forms | A. Applied chemistry<br>1. Graphite<br>2. Friction<br>3. Tonal scale | A. Produce rough layouts utilizing several grades of pencil<br>B. Utilize standard measurement scales<br>C. Utilize printer's measurement<br>D. Identify papers |

UNIT: ROUGH LAYOUT - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| III. Producing marker roughs | A. Felt tip pens<br>B. Color separation<br>1. Vocabulary<br>2. Theory<br>C. Color Psychology<br>D. Color matching systems | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test directions<br>B. Vocabulary<br>1. Color separation<br>2. Printing terminology<br>C. Following directions<br>Marker rough performance test<br>D. Interpretation of diagrams<br>Rough layout symbols<br>E. Test taking skills<br>F. Spelling<br>Color separation terminology | A. Measurement<br>1. Utilize standard measurement scales<br>2. Utilize printer's measurement<br>B. Geometry<br>Identify geometric shapes | A. Applied chemistry<br>1. Marker permanency<br>a. Water base<br>b. Alcohol base | A. Produce marker roughs<br>B. Demonstrate a knowledge of color separation theory and vocabulary upon written examination<br>C. Identify papers<br>D. Identify marker types |

UNIT: ROUGH LAYOUT - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| IV. Producing Comprehensives | A. Steps to a layout<br>1. Thumbnails<br>2. Rough layout<br>3. Comprehensive layout<br>4. Mechanical<br>B. Message analysis<br>C. Color matching systems | A. Functional reading skills<br>1. Informational handout<br>2. Performance test directions<br>B. Vocabulary<br>Steps to a layout<br>C. Following directions<br>Performance test<br>D. Test taking skills<br>E. Spelling<br>Layout terms | A. Measurement<br>1. Utilize standard measurement scales<br>2. Utilize printer's measurement<br>B. Geometry<br>Identify geometric shapes | A. Applied chemistry<br>1. Art mediums<br>2. Fixatives | A. Produce color comprehensives<br>B. Demonstrate a knowledge of color matching systems and art mediums upon written examination<br>C. Identify papers<br>D. Identify art mediums<br>E. List the steps to a layout upon written examination |

UNIT: ROUGH LAYOUT

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Utilization of symbols of the trade | A. Rough layout symbols<br>1. Body copy<br>2. Subheads<br>3. Display type<br>4. Illustrations<br>5. Photographs<br>B. Terminology<br>1. Surprint<br>2. Reverse print<br>3. Dropout<br>4. Halftone<br>5. Logo<br>6. Body copy<br>7. Subhead<br>8. Display type<br>C. Measurement<br>1. Standard<br>2. Printer's | A. Functional reading skills<br>Informational handouts<br>B. Vocabulary<br>Printing terminology<br>C. Following directions<br>Rough layout performance tests<br>D. Interpretation of Diagrams<br>Rough layout symbols<br>E. Note taking<br>F. Test taking skills<br>G. Spelling<br>Terminology | A. Measurement<br>1. Utilize standard measurement scales<br>2. Utilize printer's measurement | | A. Produce rough layouts utilizing proper symbols of the trade<br>B. Demonstrate a knowledge of rough layout symbols upon written examination<br>C. Identify papers |
| II. Producing pencil roughs | A. Pencils<br>1. Grades<br>2. Chemical make-up<br>3. Crosshatching | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test directions | A. Measurement<br>1. Utilize standard measurement scales<br>2. Utilize printer's measurement | A. Applied chemistry<br>1. Graphite<br>2. Friction<br>3. Tonal scale | A. Produce rough layouts utilizing several grades of pencil<br>B. Utilize standard measurement scales<br>C. Utilize printer's measurement<br>D. Identify papers |

UNIT: ROUGH LAYOUT - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| II. Producing pencil roughs - Continued | B. Rough layout symbols<br>C. Measurement<br>D. Use of drafting tools<br>E. Type measurement | B. Vocabulary<br>Printing terminology<br>C. Following directions<br>Rough layout performance test<br>D. Interpretation of diagrams<br>Rough layout symbols<br>E. Test taking skills<br>F. Spelling<br>1. Art copy<br>2. Printing terminology | B. Geometry<br>Identify geometric forms | | |
| III. Producing marker roughs | A. Felt tip pens<br>B. Color separation<br>1. Vocabulary<br>2. Theory<br>C. Color psychology<br>D. Color matching systems | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test directions<br>B. Vocabulary<br>1. Color separation<br>2. Printing terminology | A. Measurement<br>1. Utilize standard measurement scales<br>2. Utilize printer's measurement<br>B. Geometry<br>Identify geometric shapes | A. Applied Chemistry<br>1. Marker permanency<br>a. Water base<br>b. Alcohol base | A. Produce marker roughs<br>B. Demonstrate a knowledge of color separation theory and vocabulary upon written examination<br>C. Identify papers<br>D. Identify marker types |

UNIT: ROUGH LAYOUT - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| III. Producing marker roughs - Continued | | C. Following directions<br>Marker rough performance test<br>D. Interpretation of diagrams<br>Rough layout symbols<br>E. Test taking skills<br>F. Spelling<br>Color separation terminology | | | |
| IV. Producing comprehensives | A. Steps to a layout<br>1. Thumbnails<br>2. Rough layout<br>3. Comprehensive layout<br>4. Mechanical<br>B. Message analysis<br>C. Color matching systems | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test directions<br>B. Vocabulary<br>Steps to a layout<br>C. Following directions<br>Performance test<br>D. Test taking skills<br>E. Spelling<br>Layout terms | A. Measurement<br>1. Utilize standard measurement scales<br>2. Utilize printer's measurement<br>B. Geometry<br>Identify geometric shapes | A. Applied chemistry<br>1. Art mediums<br>2. Fixatives | A. Produce color comprehensives<br>B. Demonstrate a knowledge of color matching systems and art mediums upon written examination<br>C. Identify papers<br>D. Identify art mediums<br>E. List the steps to a layout upon written examination |

UNIT: LAYOUT AND DESIGN



TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Utilizing design principles | A. Design principles<br><br>1. Balance<br>a. Formal<br>b. Informal<br>2. Contrast<br>3. Rhythm<br>4. Unity<br>5. Harmony<br>6. Proportion | A. Functional reading skills<br><br>Informational handouts<br><br>B. Vocabulary<br><br>Design principles<br><br>C. Spelling<br><br>Design principles<br><br>D. Inferences<br><br>Principles related to advertisements<br><br>E. Interpretation of diagrams<br><br>Principles related to advertisements<br><br>F. Note taking<br>G. Test taking skills<br>H. Oral communication<br><br>1. Critique<br>2. Oral quiz | | | A. List the design principles upon a written examination<br>B. Discuss the relationship of design principles to the layout of an advertisement<br>C. Identify the use of design principles in advertisements in oral quiz.<br>D. Utilize design principles to improve layout skills |

UNIT: LAYOUT AND DESIGN - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| II. Producing logos | A. Basic shapes of 2-D design<br>B. Use of symbols<br>C. Corporate identity | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Vocabulary<br>Logo<br>C. Spelling<br>D. Inferencing<br>1. Message analysis<br>2. Relate symbols to corporation<br>E. Note taking<br>F. Test taking skills<br>G. Identifying main ideas<br>Relate symbol to corporation | A. Geometry<br>1. Identify geometric shapes<br>2. Utilize geometric shapes to construct logo designs<br>B. Measurement<br>Utilization of standard measurement scales | | A. Produce a logo on illustration board<br>B. Utilize geometric shapes to construct logo designs<br>C. List four basic shapes of 2-D design upon written examination<br>D. Demonstrate a knowledge of logos and symbols upon written examination |
| III. Producing ad mechanicals | A. Thumbnail sketches<br>B. Rough layout<br>C. Image generation<br>1. Hot composition<br>2. Cold composition | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Vocabulary<br>Image generation | A. Measurement<br>1. Utilize standard measurement scales<br>2. Utilize printer's measurement<br>B. Geometry<br>Identifies geometric forms | A. Applied chemistry<br>1. Molten metal and type<br>2. Photo theory<br>3. Strike-on images | A. Produce an ad mechanical on illustration board<br>B. Demonstrate a knowledge of image generation upon written examination<br>C. List three cold composition methods upon written examination |

UNIT: LAYOUT AND DESIGN - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| III. Producing ad mechanicals - Continued | | C. Spelling<br>D. Inferencing<br><br>Message analysis<br><br>E. Note taking<br>F. Identifying main ideas<br><br>Isolating pertinent information<br><br>G. Following directions | | | |
| IV. Utilizing proportional scale | A. Enlargements<br>B. Reductions<br>C. Percentages<br>D. Times of reductions | A. Functional reading skills<br><br>1. Worksheets<br>2. Directions<br><br>B. Vocabulary<br><br>Proportional scale<br><br>C. Note taking<br>D. Following directions<br><br>Utilization of proportional scale<br><br>E. Test taking skills<br>F. Problem solving | A. Whole numbers<br>B. Common fractions<br>C. Percentages<br>D. Ratio and proportion<br>E. Measurement<br>F. Estimating | | A. Utilize proportional scale to compute enlargements and reductions<br>B. Demonstrate a knowledge of proportional scales upon written examination |

UNIT: LAYOUT AND DESIGN - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| V. Utilizing diagonal line scaling | A. Proportion<br>B. Diagonal line scaling procedure<br>1. Enlargements<br>2. Reductions<br>C. Specifying percentages<br>Proportional scale | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Interpretation of diagrams<br>Diagonal line scaling procedure<br>C. Note taking<br>D. Test taking skills<br>E. Problem solving | A. Whole numbers<br>B. Common fractions<br>C. Percentages<br>D. Ratio and proportion<br>E. Measurement<br>F. Estimating<br>G. Geometry<br>1. Geometric shapes<br>2. Diagonal lines<br>3. Perpendicular lines | | A. Utilize diagonal line scaling to compute enlargements and reductions<br>B. Demonstrate diagonal line procedure on performance test |
| VI. Performing character counts | A. Character counts<br>B. Copyfitting procedure<br>1. Printing measurement<br>2. Formulas<br>a. Characters per line<br>b. Vertical space per line<br>3. Layout area computation | A. Functional reading skills<br>Worksheet<br>B. Vocabulary<br>Copyfitting terminology<br>C. Spelling<br>Copyfitting terminology<br>D. Problem solving<br>E. Note taking<br>F. Test taking skills | A. Whole numbers<br>1. Addition<br>2. Multiplication<br>3. Division<br>B. Common fractions<br>1. Addition<br>2. Multiplication<br>3. Division<br>C. Decimals<br>Conversion to fractions | | A. Perform actual character counts<br>B. Compute layout area of copy<br>C. Demonstrate a knowledge of copyfitting procedures upon written examination |

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| VI. Performing character counts- Continued | | | D. Measurement<br>1. Use of standard measurement<br>2. Use of printer's measurement<br>3. Conversions<br>E. Formulas<br>1. Characters per line<br>2. Vertical space per line<br>F. Estimating | | |
| VII. Identifying typestyles | A. Type classifications<br>1. Serif<br>2. Sans serif<br>3. Type families<br>B. Specifying type<br>1. Type notations<br>2. Position of words | A. Functional reading skills<br>Informational handouts<br>B. Vocabulary<br>Type terminology<br>C. Spelling<br>Type terminology<br>D. Interpretation of diagrams - structuring type notations<br>E. Note taking<br>F. Test taking skills | A. Measurement<br>Printer's measurement | | A. Identify serif and sans serif typestyles<br>B. Measure line lengths in picas<br>C. Measure type in points<br>D. Identify position of words<br>E. Demonstrate a knowledge of typestyles upon written examination<br>F. Identify segments of type notations upon written examination |

UNIT: LAYOUT AND DESIGN - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| VIII. Utilizing clip art | A. Cold composition method of image generation<br>B. Layout terminology | A. Interpretation of diagrams<br>Message analysis for illustration selection<br>B. Vocabulary<br>Image generation<br>C. Spelling<br>Layout terminology | A. Ratio and proportion<br>1. Compute enlargements<br>2. Compute reductions | | A. Student will select clip art to coincide with message analysis of advertisement or layout<br>B. Identify clip art as a cold composition method upon written examination |
| IX. Operating Kroy Headliners | A. Cold composition methods<br>Strike-on<br>B. Operation of machine<br>1. Disc selection and application<br>2. Printing | A. Functional reading skills<br>Selection of typedisc<br>B. Vocabulary<br>Typestyles of discs<br>C. Spelling<br>Printing operation<br>D. Interpretation of diagrams<br>Symbols on control knobs | | A. Applied chemistry<br>1. Tape base<br>2. Image material<br>3. Fixative | A. Operate Kroy Headliner to produce art copy for mechanicals and comprehensives |

UNIT: LETTERING

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Producing vertical gothic lettering | A. Single-stroke lettering method<br>1. Vertical<br>2. Inclined<br>3. Capitals<br>4. Uniformity | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Vocabulary<br>1. Vertical<br>2. Inclined<br>3. Uniformity<br>C. Spelling<br>1. Vocabulary<br>2. Art copy<br>D. Test taking skills<br>E. Following directions<br>Performance test<br>F. Interpreting diagrams<br>Reference alphabets | A. Measurement - Standard<br>1. Sheet mark-up and construction<br>2. Whole numbers<br>3. Fractions<br>B. Geometry<br>1. Identify geometric forms<br>2. Parallel lines<br>3. Horizontal lines<br>4. Vertical lines | A. Vocabulary<br>Graphite | A. The student will construct a 5" x 7" rectangle on layout bond and reproduce vertical and inclined gothic alphabets within<br>B. Demonstrate a knowledge of single-stroke lettering upon written examination |
| II. Utilizing Speedball pens | A. Speedball lettering system<br>1. Reference handbook<br>2. Styles of pens<br>3. Utilization of pens<br>4. Calligraphy | A. Functional reading skills<br>1. Informational handouts<br>2. Reference handbook<br>3. Performance test<br>B. Vocabulary<br>1. Dip pen<br>2. Nib | A. Measurement - Standard<br>Sheet mark-up and construction<br>B. Geometry<br>1. Identify geometric forms<br>2. Parallel lines<br>3. Horizontal lines | A. Vocabulary<br>Water soluble | A. Student will construc parallel lines on bristol board and reproduce two Speedball alphabets from reference<br>B. Identify four basic types of Speedball pens upon written examination |

UNIT: LETTERING - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| | | C. Spelling<br>Art copy<br>D. Test taking skills<br>E. Following directions<br>Performance test<br>F. Interpreting diagrams<br>Reference alphabets | | | |
| III. Producing built-up lettering | A. Types of lettering<br>1. Built-up<br>2. Freehand or written<br>B. Roman lettering - set of letters<br>1. Narrow set<br>2. Square set<br>3. Wide set<br>4. Thin<br>C. Letter construction<br>1. Utilizing drafting tools<br>a. Compass - radius of circles<br>b. Template - diameter of circles<br>2. Serifs<br>a. Square<br>b. Round<br>3. Letter strokes - width of "I" | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Vocabulary<br>1. Built-up<br>2. Written<br>3. Set<br>4. Radius<br>5. Diameter<br>6. Serif<br>7. Condensed<br>8. Extended<br>9. Bold<br>10. Light<br>11. Medium<br>C. Spelling<br>1. Vocabulary<br>2. Art copy<br>D. Test taking skills | A. Measurement - Standard<br>1. Whole numbers<br>2. Fractions<br>B. Geometry<br>1. Identify geometric forms<br>2. Radius<br>3. Diameter<br>4. Horizontal lines<br>5. Vertical lines<br>6. Parallel lines<br>7. Diagonal lines | | A. Produce built-up lettering of own design on bristol board<br>B. Demonstrate a knowledge of built-up lettering upon written examination<br>C. Define vocabulary upon written examination |

UNIT: LETTERING - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| | D. Vocabulary<br>1. Condensed<br>2. Extended<br>3. Bold<br>4. Light<br>5. Medium | E. Following directions<br>Performance test | | | |
| IV. Producing marker lettering | A. Markers<br>1. Permanent<br>2. Water soluble<br>3. Calligraphy<br>B. Utilization | A. Functional reading skills<br>Performance test<br>B. Spelling<br>Art copy<br>C. Following directions<br>Performance test | A. Measurement - Standard<br>1. Whole numbers<br>2. Fractions<br>B. Geometry<br>1. Horizontal lines<br>2. Vertical lines<br>3. Diagonal lines<br>4. Identify geometric shapes | | A. Produce marker alphabet on constructed lines |
| V. Utilizing dry transfer materials | A. Definition of dry transfer<br>B. Identification of materials<br>1. Letters<br>2. Symbols<br>3. Tint sheets<br>4. Color sheets<br>C. Utilization of Chartpak burnisher<br>D. Major manufacturers<br>1. Letraset<br>2. Mecanorma<br>3. Chartpak | A. Spelling<br>Art copy<br>B. Functional reading skills<br>Performance tests | A. Measurement<br>1. Standard - utilization<br>2. Printer's measurement<br>a. Identification<br>b. Purchase | | A. Identify a need for utilization of dry transfer materials<br>B. Demonstrate a knowledge of utilization of dry transfer materials on various performance tests |

UNIT: LETTERING - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| VI. Producing brush lettering | A. Identification of brushes<br>1. Quills<br>2. Showcard<br>3. Sable<br>B. Identification of paints<br>1. Poster<br>2. Lettering enamel<br>3. Bulletin colors<br>4. Tempera<br>C. Vocabulary<br>1. Quill<br>2. Grey squirrel<br>3. Brown squirrel<br>4. One-shot<br>5. Mahlstick<br>6. Brush oil<br>7. Pounce<br>D. Utilization of materials | A. Functional reading skills<br>1. Notes<br>2. Reference books<br>B. Spelling<br>Art copy<br>C. Vocabulary<br>1. Identification<br>2. Definition<br>D. Interpretation of diagrams<br>Reference alphabets<br>E. Following directions | A. Measurement - Standard<br>1. Whole numbers<br>2. Fractions<br>B. Ratio and proportion<br>Mixing brush oil | A. Applied chemistry<br>1. Paints<br>a. Oil-based<br>b. Solvents<br>2. Flammables<br>3. Brush oil - mixture<br>4. Hydromarkers - water soluble<br>5. Stabilo pencils - water soluble | A. Demonstrate a knowledge of sign painting brushes upon written examination<br>B. Produce freehand lettering utilizing a quill brush<br>C. Utilize flammables safely<br>D. Handle solvents safely |

UNIT: LETTERING - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| VII. Utilizing mechanical lettering set | A. Types of mechanical lettering sets<br>1. Leterguide<br>2. LeRoy<br>B. Parts of system<br>1. Template<br>2. Scriber<br>3. Tracing pin<br>4. Tips<br>a. Cutting<br>b. Reservoir | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Vocabulary<br>Parts of system<br>C. Spelling<br>Vocabulary<br>D. Test taking skills<br>E. Following directions<br>Performance test | A. Ratio and proportion<br>1. Enlargement of lettering<br>2. Reduction of lettering | | A. Student will operate Letterguide lettering system<br>B. Produce a Letterguide alphabet and several special effects on illustration board<br>C. Demonstrate a knowledge of Letterguide system parts upon written examination |

**UNIT:** PASTE-UP

**TOPIC:**

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Utilizing symbols of the Trade | A. Paste-up guidelines<br>Identification of symbols<br>B. Vocabulary and symbols<br>1. Register marks<br>2. Trim lines<br>3. Gripper margin<br>4. Crop marks<br>5. Interior fold lines<br>6. Exterior fold lines<br>7. Interior cut lines<br>8. Exterior cut lines<br>C. Utilization of mediums<br>1. Non-photo blue<br>2. India ink | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Vocabulary<br>1. Identification<br>2. Definition<br>C. Spelling<br>Vocabulary<br>D. Interpreting diagrams<br>Informational handouts<br>E. Following directions<br>Performance tests<br>F. Note taking<br>G. Test taking skills | A. Measurement - Standard<br>1. Whole numbers<br>2. Fractions<br>B. Geometry<br>1. Identify geometric shapes<br>2. Horizontal lines<br>3. Vertical lines | A. Applied chemistry - High contrast film<br>1. Tonal range<br>2. Non-photo blue | A. Reproduce an 8½" x 11" page mark up utilizing all corresponding paste-up symbols<br>B. Demonstrate a knowledge of symbols upon written examination<br>C. Utilize corresponding symbols correctly on paste-up performance tests |

UNIT: PASTE-UP - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| | II. Art for reproduction<br>A. Line copy<br>B. Continuous tone copy<br>C. Halftones<br>III. Steps to a layout<br>A. Thumbnail sketches<br>B. Rough layouts<br>C. Comprehensive layouts<br>D. Mechanicals<br>IV. Image generation<br>A. Hot composition<br>B. Cold composition<br>1. Technical illustration<br>2. Clip art and pre-printed type<br>3. Strike-on<br>4. Continuous tone photography<br>5. Photocomposition - computer typesetting | A. Functional reading skills<br>Informational handouts<br>B. Vocabulary<br>1. Art for reproduction<br>2. Steps to a layout<br>3. Image generation<br>C. Spelling<br>Vocabulary<br>D. Note taking<br>E. Test taking skills | | A. Applied chemistry<br>1. Molten metals for type<br>2. Photographic theory of type composition | A. Define line copy, continuous tone copy and halftone upon written examination |

UNIT: PASTE-UP - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| V. Producing wax paste-ups | A. Preferred adhesive<br>1. Wax<br>2. Hand waxer<br>3. Page waxer<br>B. Utilization of drafting tools<br>C. Mark-up of board<br>D. Image generation<br>E. Alignment of copy<br>F. Burnishing<br>1. Burnisher<br>2. Brayer | A. Functional reading skills<br>1. Informational handouts<br>2. Performance tests<br>B. Interpreting diagrams<br>Utilizing rough layouts<br>C. Following directions<br>Performance tests<br>D. Note taking<br>E. Test taking skills | A. Measurement<br>1. Standard<br>a. Whole numbers<br>b. Fractions<br>2. Printer's measurement<br>B. Geometry<br>1. Identify geometric shapes<br>2. Horizontal lines<br>3. Vertical lines<br>C. Ratio and proportion<br>Specifying camera instructions | A. Applied chemistry - Adhesives<br>Solvents | A. Produce wax paste-ups on illustration board with corresponding symbols of the trade<br>B. Demonstrate a knowledge of adhesives upo written examination<br>C. List two adhesives for paste-up upon written examination |
| VI. Producing rubber cement paste-ups | A. Rubber cement<br>Utilization methods<br>B. Utilization of drafting tools<br>C. Mark up of board<br>D. Image generation<br>E. Alignment of copy<br>F. Burnishing<br>1. Burnisher<br>2. Brayer<br>G. Clean-up<br>Rubber cement pick-up | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Following directions<br>Performance test<br>C. Note taking<br>D. Test taking skills<br>E. Problem solving | A. Measurement - Standard<br>1. Whole numbers<br>2. Fractions<br>B. Geometry<br>1. Identify geometric shapes<br>2. Horizontal lines<br>3. Vertical lines | A. Applied chemistry<br>1. Adhesives - solvents<br>2. Flammables<br>3. Safe use of solvents | A. Identify solution to assembly of items to be pasted-up within a 5" x 8" area<br>B. Demonstrate a knowledge of paste-up adhesives upon written examination<br>C. Identify and list three methods in which rubber cement can be used as an adhesive<br>D. Utilize a rubber cement pick-up to clean work |

UNIT: INKING

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Producing line art illustrations | A. Line art<br>1. Stipple<br>2. Crosshatching<br>3. Silhouette<br>4. Outline<br><br>II. Illustration aids<br>A. Opaque projector<br>B. Tracing paper<br>C. Filmor slide projector<br>D. Pantograph<br>E. Camera Lucida | A. Functional reading skills<br>1. Informational handout<br>2. Performance test<br><br>B. Vocabulary<br>1. Line art<br>2. Illustration aids<br><br>C. Spelling<br>Vocabulary<br><br>D. Following directions<br>Performance test<br><br>E. Note taking<br>F. Test taking skills | A. Ratio and proportion<br>1. Enlargement<br>2. Reduction<br>3. Pantograph | | A. Produce four line art illustrations on bristol utilizing all four methods<br>B. List the four line art methods upon written examination<br>C. List three illustration aids upon writter examination<br>D. Demonstrate a knowledge of line art procedures upon written examination |

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Performing hand-cut film procedures | A. Hand-cut stencils<br>1. Lacquer film<br>2. Aqua film<br>3. Solvents<br>a. Lacquer thinner<br>b. Water<br>c. Safe use of solvents<br>B. Procedures<br>1. Cutting stencil<br>2. Adhering stencil<br>3. Masking stencil<br>4. Printing stencil<br>5. Clean up procedure - Safe use of solvents | A. Functional reading skills<br>1. Informational handouts<br>2. Labels<br>3. Performance test<br>B. Vocabulary<br>1. Aqua<br>2. Adhere<br>3. Mask<br>C. Spelling<br>1. Vocabulary<br>2. Art copy<br>D. Test taking skills<br>E. Following directions<br>Performance test<br>F. Signal words<br>Label precautions<br>G. Note taking | A. Measurement - Standard<br>1. Selection of screen<br>2. Cutting of fabric | A. Applied chemistry<br>1. Solvents<br>a. Flammability<br>b. Applications<br>2. Film solubility Adhering | A. Produce a hand-cut silkscreen print on textile or paper<br>B. Demonstrate a knowledge of hand-cut film procedures upon written examination<br>C. Demonstrate a knowledge of solvents upon written examination<br>D. List four basic types of silkscreen stencil: upon written examination |

UNIT: SILKSCREEN - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| II. Producing indirect photostencils | A. Photographic stencils<br>1. Indirect - film<br>2. Direct - liquid emulsion<br>3. CDF film - combines direct and indirect characteristics<br>4. Water soluble<br>B. Positives<br>1. Handmade<br>2. Autopositive film<br>3. Conversion of negative on line film<br>4. Characteristics - opaque image areas<br>C. Procedures<br>1. Exposure<br>2. Wash-out<br>3. Adhering<br>4. Masking<br>5. Printing | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Vocabulary<br>1. Stencils<br>2. Positives<br>C. Spelling<br>1. Vocabulary<br>2. Art copy<br>D. Test taking skills<br>E. Following directions<br>Performance test<br>F. Note taking | A. Measurement - Standard<br>1. Preparation of art copy<br>2. Selection of screen<br>3. Cutting of fabric<br>4. Cutting of film<br>B. Time<br>Exposure of screen | A. Applied chemistry<br>1. Inks and solvents<br>2. Stencil compatibility<br>3. Film solubilty - adhering<br>4. Photographic theory<br>a. Incandescent light<br>b. Fluorescent light<br>c. Chemical hardening of film<br>d. Wash-out | A. Produce a one color indirect silkscreen print on fabric or paper<br>B. Demonstrate a knowledge of indirect stencil production procedures upon written examination<br>C. Demonstrate a knowledge of characteristics of positives upon written examination<br>D. List three types of photographic stencils upon written examination<br>E. List three types of positives upon written examination<br>F. Demonstrate a knowledge of photographic theory upon written examination<br>G. Demonstrate a knowledge of ink-solvent-stencil compatibility upon written examination |

UNIT: SILKSCREEN - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| III. Producing direct photostencils | A. Characteristics<br>1. Cost factor versus indirect<br>2. Liquid emulsion<br>3. Scoop coater<br>4. "TZ" characteristics<br>5. Pinholing<br>6. Sawtoothing<br>7. Fabrics<br>8. Chemical sensitizer<br>B. Rubylith color separations<br>1. Characteristics of masking films<br>2. Base sheets<br>3. Overlays<br>4. Register marks<br>C. Procedures<br>1. Application<br>a. Scoop coater<br>b. Drying<br>c. Recoating<br>2. Exposure<br>3. Wash-out<br>4. Masking<br>5. Printing | A. Functional reading skills<br>1. Notes<br>2. Handouts<br>3. Performance test<br>4. Labels<br>5. Mixing instructions<br>B. Vocabulary<br>1. Characteristics<br>2. Color separation<br>C. Spelling<br>1. Vocabulary<br>2. Art copy<br>D. Test taking skills<br>E. Note taking | A. Measurement<br>1. Standard<br>a. Preparation of art copy<br>b. Selection of screen<br>c. Cutting of fabric<br>2. Liquid - preparation of sensitizer<br>B. Ratio and proportion<br>Mixing emulsion<br>C. Time<br>Exposure of screen | A. Applied chemistry<br>1. Inks and solvents<br>2. Stencil compatibility<br>3. Photographic theory<br>a. Incandescent light<br>b. Fluorescent light<br>c. Chemical hardening of emulsion<br>d. Wash-out<br>4. Characteristics of light<br>a. Undercutting of stencil<br>b. Reflectivity<br>c. Color spectrum<br>d. Dyed fabrics | A. Produce a two color direct silkscreen print on fabric or paper<br>B. Demonstrate a knowledge of direct stencil production upon written examination<br>C. Demonstrate a knowledge of color separation procedures and vocabulary upon written examination |

UNIT: SILKSCREEN - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| IV. Using inks and solvents | A. Inks<br>1. Oil-based<br>a. Flat enamels<br>b. Gloss enamels<br>c. Plastisols<br>d. Flock adhesives<br>e. Textile<br>2. Water-based<br>a. Acrylic textile<br>b. Acrylic poster<br>B. Solvents<br>1. Mineral spirits<br>2. Lacquer thinner<br>3. Water<br>C. Curing<br>1. Evaporative<br>2. Thermosetting<br>3. Catalysts<br>D. Applications<br>Surfaces<br>E. Safety<br>1. Flammability<br>2. Health hazards | A. Functional reading skills<br>1. Notes<br>2. Labels<br>B. Signal words<br>1. Labels<br>2. Precautions<br>C. Vocabulary<br>1. Inks<br>2. Solvents<br>3. Curing<br>D. Spelling<br>Vocabulary<br>E. Following directions<br>1. Applications<br>2. Solvents<br>F. Test taking skills<br>G. Note taking<br>H. Deductive reasoning<br>1. Selection of ink<br>2. Selection of solvent | | A. Applied chemistry<br>1. Oil-based inks<br>2. Water-based inks<br>3. Solvents<br>4. Curing<br>5. Applications | A. Demonstrate a knowledge of ink and solvent selection and utilization when screen printing<br>B. Use solvents safely<br>C. Identify solvents for inks upon written examination<br>D. Differentiate curing procedures for thermosetting and evaporative inks |

UNIT: SILKSCREEN - CONTINUED



TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| V. Preparing screen fabrics | A. Types of fabric<br>1. Silk<br>2. Polyester<br>3. Nylon<br>B. Mesh sizes<br>1. Mesh tables and application<br>2. Selection<br>C. Thread characteristics<br>1. Multifilament<br>2. Monofilament<br>3. Dyed<br>D. Preparation of fabric<br>1. Abrading<br>2. Degreasing | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>3. Labels<br>B. Vocabulary<br>1. Fabrics<br>2. Characteristics<br>3. Preparation<br>C. Spelling<br>Vocabulary<br>D. Test taking skills<br>E. Note taking<br>F. Following directions<br>Performance test<br>G. Deductive reasoning<br>Selecting mesh | A. Whole numbers<br>Mesh sizes | A. Applied chemistry<br>1. Thread characteristics<br>2. Abrasion<br>3. Degreasing<br>4. Dyes - reflectivity | A. Select proper mesh size and fabric for printing application<br>B. Prepare fabric by abrading and degreasing<br>C. Demonstrate a knowledge of fabric preparation upon written examination |

UNIT: SILKSCREEN - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| VI. Utilizing tite-stretch cord method | A. Stretching fabrics<br>1. Tite-stretch method<br>2. Staple method<br>B. Tools -Cord applicators<br>1. Roller<br>2. Pressure | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Following directions<br>Performance test<br>C. Notetaking<br>D. Test taking skills | A. Measurement - Standard<br>1. Fabric<br>2. Cord | A. Physics<br>1. Friction<br>2. Tension | A. Stretch screen fabric onto frame utilizing tite-stretch cord method<br>B. Demonstrate a knowledge of stretching procedures and methods upon written examination |
| VII. Identifying squeegees | A. Applications of silkscreen<br>1. Most versatile printing process<br>2. Surfaces<br>B. Squeegees<br>1. Rounded-edge<br>2. Square-edge<br>3. Square with rounded edges<br>4. Single-sided bevel<br>5. Double-sided bevel<br>6. Double-sided bevel with square edge<br>C. Composition of blade<br>1. Urethane<br>2. Rubber | A. Functional reading skills<br>1. Informational handouts<br>2. Notes<br>B. Deductive reasoning<br>Selection of squeegee<br>C. Vocabulary<br>Squeegees<br>D. Spelling<br>Vocabulary<br>E. Test taking skills<br>F. Note taking | A. Geometry<br>Identification of geometric shapes | A. Applied chemistry - Blade composition<br>Reaction to solvents | A. Identify proper squeegee for the ink to be used and surface to be printed<br>B. Demonstrate a knowledge of applications of silkscreen upon written examination<br>C. Demonstrate a knowledge of squeegee selection and utilization upon written examination |

UNIT: SILKSCREEN - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| VIII. Performing multicolor printing | A. Color separation<br>1. Separate screen for each color<br>2. Register marks<br>3. Hinge clamps<br>B. Production printing<br>1. Textile<br>a. Four-color printing machine<br>b. Platens<br>c. Spray adhesive-solvents<br>d. Registration of screens<br>e. Flash curing<br>f. Wet-on-wet printing<br>2. Paper - register guides | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Vocabulary<br>1. Color separation<br>2. Production printing<br>C. Spelling<br>1. Vocabulary<br>2. Art copy<br>D. Test taking skills<br>E. Following directions<br>Performance test<br>F. Note taking | | A. Applied chemistry<br>1. Curing thermo-setting inks<br>2. Spray adhesive solvents | A. Produce a multicolor silkscreen print on textile or paper<br>B. Demonstrate a knowledge of multicolor printing procedures upon written examination<br>C. Utilize solvents safely |

**UNIT:** SILKSCREEN - CONTINUED

**TOPIC:**

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| IX. Performing textile printing | A. Textile printing<br>1. Selection of ink(s)<br>2. Four-color printing machine<br>3. Platens<br>a. Shirt<br>b. Sleeve<br>4. Spray adhesives - solvent<br>5. Selection of squeegee<br>6. Curing<br>a. Thermosetting inks<br>b. Evaporation inks | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Vocabulary<br>1. Platens<br>2. Adhesive<br>3. Thermosetting<br>4. Evaporation<br>C. Spelling<br>Vocabulary<br>D. Note taking<br>E. Test taking skills<br>F. Deductive reasoning<br>1. Selection of ink<br>2. Selection of squeegee<br>G. Following directions<br>Performance test | | A. Applied chemistry<br>1. Evaporation<br>2. Thermosetting inks<br>3. Solvents | A. Produce a silkscreen print on textile<br>B. Demonstrate a knowledge of textile printing upon written examination |

UNIT: COLOR

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Producing a color wheel | A. Primary colors<br>B. Secondary colors<br>C. Tertiary colors<br>D. Analogous colors<br>E. Complementary colors<br>F. Mixing colors<br>1. Tint<br>2. Shade | A. Functional reading skills<br>1. Handout<br>2. Performance test<br>B. Vocabulary<br>Color terminology<br>C. Spelling<br>Vocabulary<br>D. Following directions<br>Performance test<br>E. Note taking<br>F. Test taking skills | | A. Physics<br>1. Light<br>2. Analysis of spectrum | A. The student will be able to list the primary, secondary and tertiary colors upon written examination<br>B. The student will be able to define tint and shade upon written examination<br>C. The student will be able to define analogous and complementary colors upon written examination<br>D. The student will be able to explain the use of color theory in message analysis upon written examination<br>E. The student will be able to produce a colo wheel on illustration board |
| II. Utilizing color psychology | A. Color psychology<br>1. Contrast<br>2. Emotions<br>3. Message analysis<br>Ongoing use of color | | | | |

**UNIT:** CARTOONING

**TOPIC:**

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Drawing simple faces | A. Depicting simple emotions<br>1. Anger<br>2. Sorrow<br>3. Smiling<br>4. Fear<br>5. Surprise<br>6. Yelling<br>B. Constructing cartoon faces<br>"Four easy steps" method | A. Functional reading skills<br>1. Handouts<br>2. Performance tests<br>B. Vocabulary<br>Cartoon terminology<br>C. Spelling<br>Vocabulary<br>D. Following directions<br>Performance tests<br>E. Note taking<br>F. Test taking skills<br>G. Creative writing<br>Developing humor | A. Ratio and proportion<br>Drawing to scale<br>B. Measurement<br>1. Whole numbers<br>2. Fractions | | A. The student will be able to depict six simple emotions utilizing the same character face<br>B. The student will be able to utilize stick and oval method to produce three cartoon figures<br>C. The student will be able to produce a multi-panel gag or single panel gag on illustration board<br>D. The student will be able to identify characteristics of simple emotions upon written examination<br>E. The student will be able to demonstrate an understanding of multi-panel and single panel gags upon written examination<br>F. The student will be able to label the order of panels in a multi-panel gag upon written examination<br>G. The student will be able to describe how humor is developed in cartooning upon written examination |
| II. Drawing basic figures | A. Stick method<br>B. Oval method<br>C. Musculature<br>D. Cartoon clothing<br>E. Hands | | | | |
| III. Producing cartoon panels | A. Multi-panel gags<br>1. Background<br>2. Set-up<br>3. Punchline<br>B. Single panel gags<br>C. Developing humor<br>D. Tint sheets | | | | |

UNIT: AIRBRUSH

TOPIC:



| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Performing maintenance procedures | A. Airbrush theory<br>1. Single Action<br>2. Double action Jar/cup adaptable<br>3. Atomization Paint/air mix<br>4. History<br>B. Double action nomenclature<br>1. Trigger<br>2. Needle<br>3. Needle chuck<br>4. Head<br>5. Spray regulator<br>6. Handle<br>7. Color cup<br>8. Cap/stem adaptor<br>C. Materials<br>1. Acrylics<br>2. Gouache<br>3. Frisket<br>4. Canary board<br>D. Maintenance<br>1. Cleaning procedure<br>2. Compressed air<br>3. Safety | A. Functional reading skills<br>1. Handouts<br>2. Performance test<br>B. Vocabulary<br>1. Theory<br>2. Nomenclature<br>3. Materials<br>C. Spelling<br>Vocabulary<br>D. Following directions<br>Performance test<br>E. Note taking<br>F. Test taking skills | | A. Physics<br>Atomization<br>B. Applied chemistry<br>Acrylics - water-based, dries to waterproof plastic | A. The student will be able to demonstrate a knowledge of airbrush theory upon written examination<br>B. The student will be able to demonstrate a knowledge of double action nomenclature upon written examination<br>C. The student will be able to demonstrate a knowledge of airbrush materials upon written examination<br>D. The student will be able to maintain clean liness of airbrush to produce optimum result<br>E. The student will be able to demonstrate safe usage of compresse air |

**UNIT:** AIRBRUSH - CONTINUED

**TOPIC:**

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| II. Producing lettering | A. Lettering procedures<br>1. Gothic<br>2. Script | A. Vocabulary<br>Airbrush terminology<br>B. Spelling<br>1. Vocabulary<br>2. Content | | | A. The student will be able to produce gothic lettering utilizing a double action airbrush<br>B. The student will be able to hold an airbrush correctly<br>C. The student will be able to utilize airbrush trigger to control paint and air flow<br>D. The student will be able to utilize masking materials to produce representational artwork<br>E. The student will be able to demonstrate a knowledge of freehand and masking techniques upon written examination |
| III. Utilizing freehand techniques | A. Freehand procedures<br>1. Holding the airbrush<br>2. Triggering | C. Following directions<br>Demonstrated techniques<br>D. Test taking skills | | | |
| IV. Utilizing masking techniques | A. Masking<br>1. Frisket - cutting<br>2. Canary board<br>3. Spray adhesives | | | | |

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Producing keyboard graphics | A. Computers in art<br>1. Word processing<br>2. Videogame design<br>3. Television graphics<br>4. Computer type-setting<br>B. Hardware<br>1. Commodore 64K computer<br>2. Monitor<br>3. Information storage<br>a. Floppy disc drive<br>b. Cassette tape<br>4. IBM Compatible PC | A. Functional reading<br>1. Handouts<br>2. Performance test<br>3. Keyboard<br>B. Vocabulary<br>Computer terminology<br>C. Spelling<br>Vocabulary<br>D. Note taking<br>E. Test taking skills | | A. Physics<br>1. Electricity<br>a. Silicon chips<br>b. Cathode ray tube<br>2. Magnetism<br>1. Magnetic tape storage | A. The student will be able to list four area in which computer have affected art upo written examination<br>B. The student will be able to produce key-board graphics on IBM Compatible PC |

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| II. Utilizing software | A. Software<br>1. Disc<br>2. Cassette<br>B. Graphic software<br>1. Super Sketch<br>2. Touch tablet<br>C. Software functions<br>1. Menu<br>a. Brushes<br>b. Pallette<br>c. Draw<br>d. Fill<br>e. Special functions<br>2. Save - disc | A. Functional reading skills<br>1. Instruction manual<br>2. Menu<br>B. VOcabulary<br>Software functions<br>C. Spelling<br>Vocabulary<br>D. Following directions<br>Instruction manual | | | A. The student will be able to produce software based graphics<br>B. The student will be able to save graphics on floppy disc<br>C. The student will be able to load and run disc-based software |

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| III. Programming basic commands | A. Computer basic language<br><br>1. Load<br>2. Run<br>3. Print<br>4. Go to<br>5. Save | A. Functional reading skills<br><br>1. Instruction manual<br>2. Keyboard<br><br>B. Vocabulary<br><br>Computer basic language<br><br>C. Spelling<br><br>1. Vocabulary<br>2. Content<br><br>D. Following directions<br><br>Instruction manual | | | A. The student will be able to utilize basic language to program basic commands<br>B. The student will be able to demonstrate a knowledge of computer terminology upon written examination |

UNIT: PHOTOGRAPHY

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Operating a 35mm single lens reflex camera | A. Single lens reflex<br>1. Mirror principle<br>2. Interchangeable lenses<br>3. Film cassettes<br>B. Parts of camera<br>1. Nomenclature<br>Basic operating parts and their function<br>2. Terminology<br>Related terms and accessories<br>C. Exposure<br>1. Film speed<br>a. ASA<br>b. DIN<br>c. ISO<br>2. Shutter speed<br>3. Aperture<br>a. F-stops<br>b. Depth of field<br>4. Focus<br>5. Loading film<br>Film advance<br>6. Retrieval<br>Film rewind<br>D. Film composition<br>1. Emulsion<br>Silver halides<br>E. Photo composition<br>1. Composing better pictures<br>2. Cropping | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Vocabulary<br>1. Nomenclature<br>2. Terminology<br>C. Spelling<br>Vocabulary<br>D. Note taking<br>E. Test taking skills<br>F. Deductive reasoning<br>Exposure sequence<br>G. Following directions<br>1. Performance test<br>2. Operations sequence | | A. Physics<br>Light<br>B. Applied chemistry<br>1. Photographic emulsion<br>a. Silver halides<br>b. Latent image | A. The student will be able to demonstrate a knowledge of nomenclature by labeling camera parts upon written examination<br>B. The student will be able to demonstrate a knowledge of terminology upon written examination<br>C. The student will be able to demonstrate a knowledge of exposure upon written examination<br>D. The student will be able to load a 35mm SLR camera<br>E. The student will be able to operate a 35mm SLR camera sufficientl to produce usable images on film |

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| II. Processing roll film | A. Developing tanks<br>1. Capacity<br>2. Reels<br>B. Chemistry<br>1. Developer<br>2. Stop bath<br>3. Fixer<br>4. Rinse<br>5. Photo-flo<br>C. Procedures<br>1. Opening cassette<br>2. Loading reel<br>3. Timing solutions<br>4. Presentation of negatives<br>D. Safety<br>Chemical handling procedures | A. Functional reading skills<br>1. Informational handouts<br>2. Charts<br>3. Reference tables<br>4. Labels<br>5. Solution instructions<br>6. Safety information<br>B. Vocabulary<br>Chemistry<br>C. Spelling<br>Vocabulary<br>D. Note taking<br>E. Test taking skills<br>F. Following directions<br>1. Performance test<br>2. Procedures<br>3. Chemistry | A. Ratio and proportion<br>Chemical mixing<br>B. Measurement<br>1. Liquid<br>2. Dry | A. Applied chemistry<br>1. Action of developer<br>2. Action of stop bath<br>a. Acids<br>3. Action of fixer<br>B. Physics<br>Light (photoconversion of halide crystals in emulsion) | A. The student will be able to demonstrate a knowledge of roll film processing upon written examination<br>B. The student will be able to demonstrate safe handling of chemicals<br>C. The student will be able to process a roll of Kodak Tri-X-Pan black and white film |

UNIT: PHOTOGRAPHY - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| III. Performing contact printing procedures | A. Contact printing<br>1. Contact prints<br>2. Photograms<br>B. Oreintation to enlarger<br>Seven basic parts<br>C. Chemical preparation<br>1. Four processing baths<br>a. Developer (Dektol)<br>b. Stop bath<br>c. Fixer<br>d. Running water<br>2. Temperature<br>D. Papers<br>1. Standard<br>2. Resin coated<br>E. Exposure<br>1. Aperture<br>2. Timer<br>3. Safelights<br>4. Contact printer<br>F. Production<br>1. Procedure<br>2. Print drying<br>a. Standard<br>b. Resin coated | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>3. Labels<br>B. Vocabulary<br>1. Enlarger parts<br>2. Chemicals<br>C. Spelling<br>Vocabulary<br>D. Note taking<br>E. Test taking skills<br>F. Following directions<br>1. Performance test<br>2. PRocedures<br>3. Chemistry | A. Ratio and proportion<br>Chemical mixing<br>B. Measurement<br>1. Liquid<br>2. Dry | A. Applied chemistry<br>1. Action of developer<br>2. Action of stop bath<br>a. Acids<br>3. Action of fixer<br>B. Physics<br>Light (photoconversion of paper emulsion) | A. The student will be able to produce a contact print of negatives on RC paper<br>B. The student will be able to produce a photogram on RC paper<br>C. The student will be able to demonstrate a knowledge of contact printing procedures upon written examination<br>D. The student will be able to demonstrate a knowledge of paper chemistry upon written examination<br>E. The student will be able to label parts of an enlarger upon written examination<br>F. The student will be able to define a photogram upon written examination |

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| IV. Producing projection prints | A. Enlarger<br>B. Chemical preparation<br>C. Papers<br>D. Exposure<br>1. Projection print scale<br>2. Test strip<br>E. Contrast<br>Filters<br>F. Composition<br>Cropping | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>3. Labels<br>B. Vocabulary<br>Exposure<br>C. Spelling<br>Vocabulary<br>D. Note taking<br>E. Test taking skills<br>F. Following directions<br>1. Performance test<br>2. Procedures<br>3. Chemistry | A. Ratio and proportion<br>Chemical mixing<br>B. Measurement<br>1. Liquid<br>2. Dry | A. Applied chemistry<br>1. Action of developer<br>2. Action of stop bath<br>a. Acids<br>3. Action of fixer<br>B. Physics<br>Light (photoconversion of paper emulsion) | A. The student will be able to produce a projection print from a 35mm negative on RC paper<br>B. The student will be able to demonstrate a knowledge of projection printing upon written examination<br>C. The student will be able to define projection print scale upon written examination<br>D. The student will be able to utilize projection print scale to produce projection prints |

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| V. Dry mounting photographs | A. Print presentation<br>1. Reproduction photography<br>2. Art photography<br>B. Dry mount tissue<br>1. Standard papers<br>2. Resin coated papers<br>C. Tools<br>1. Tacking iron<br>2. Dry mount press<br>3. Drafting tools<br>4. X-acto knife and mat cutter<br>D. Procedure<br>1. Measuring board<br>2. Cutting board<br>3. Tacking tissue<br>4. Trimming print<br>5. Tacking print<br>6. Mounting print | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>3. Instruction sheet<br>B. Vocabulary<br>1. Dry mount tissue<br>2. Tools<br>C. Spelling<br>Vocabulary<br>D. Note taking<br>E. Following directions<br>F. Test taking skills | A. Measurement<br>Standard<br>a. Whole numbers<br>b. Fractions | A. Physics<br>Heat<br>Thermosetting adhesives | A. The student will be able to dry mount a RC print onto hot press illustration board<br>B. The student will be able to demonstrate a knowledge of dry mounting procedures upon written examination |

UNIT: PHOTOGRAPHY - CONTINUED

TOPIC:

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| VI. Producing slide graphics (35mm format) | A. Media production<br>1. Storyboard<br>2. Content (script)<br>3. Graphics<br>B. Production of slide graphics<br>1. Posterboard<br>2. Dry transfer lettering<br>C. Tools<br>1. Burnisher<br>2. Tripos<br>3. Camera<br>4. Lights<br>5. Lenses<br>6. Filters<br>D. Bracketing<br>1. Overexposure<br>2. Underexposure<br>E. Mounting slides<br>1. Snap mount<br>2. Thermal mount | A. Functional reading skills<br>1. Informational handouts<br>2. Performance test<br>B. Vocabulary<br>1. Media production<br>2. Bracketing<br>C. Spelling<br>1. Vocabulary<br>2. Content (slide graphics)<br>D. Note taking<br>E. Test taking skills<br>F. Following directions<br>Performance test | | A. Physics<br>1. Light (incandescent)<br>a. Effects on daylight film<br>b. Filters | A. The student will be able to produce slide graphics on 35mm Ektachrome 400 film<br>B. The student will be able to produce artwork utilizing dry transfer type<br>C. The student will be able to demonstrate a knowledge of graphics production upon written examination |

**UNIT:** ART CAREERS

**TOPIC:**

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Identifying career options | A. Graphic art careers<br>1. Filmstrips<br>2. Discussion of career options<br>3. Guest speakers (when available)<br>B. Art schools<br>1. College<br>2. Technical schools<br>C. Cooperative Industrial Education (CIE)<br>D. Freelancing | A. Vocabulary<br>Careers<br>B. Spelling<br>Vocabulary<br>C. Note taking<br>D. Test taking skills | | | A. The student will be able to list three art-related occupations upon written examination |
| II. Assembling a portfolio | A. Portfolios<br>1. Assembly<br>2. Presentation | A. Oral communication | | | A. The student will be able to produce a portfolio containing all commercial art projects |
| III. Resume writing | A. Resumes<br>1. Construction and design<br>2. Updating<br>3. Copies | A. Vocabulary<br>B. Spelling<br>Content | | | A. The student will be able to produce a typewritten resume containing any information pertinent to securing employment |

**UNIT:** STAT CAMERA

**TOPIC:**

| TASK | THEORY | COMMUNICATION SKILLS | MATHEMATICS SKILLS | SCIENCE KNOWLEDGE | STUDENT OUTCOME |
|---|---|---|---|---|---|
| I. Producing line shots<br><br>II. Producing autopositives<br><br>III. Producing special effects | A. Line photography<br>1. Process camera<br>2. Stat camera<br>3. Line copy<br>4. Continuous tone photography and copy<br>5. Halftone<br>a. Screen sizes<br>b. Special effect screens<br>B. Itek 430 stat camera<br>1. Copy board<br>2. Size and focus controls<br>3. Aperture<br>4. Material size<br>C. Materials<br>1. Developer<br>2. Fixer<br>3. Wash<br>4. Autopositive film<br>5. Positive paper<br>6. Negative film<br>7. Negative paper<br>D. Vocabulary<br>1. Stat<br>2. Velox<br>3. Line conversion<br>4. Halftone<br>5. Line copy<br>6. Continuous tone | A. Functional reading skills<br>1. Informational handouts<br>2. Performance tests<br>3. Labels and scales<br>B. Vocabulary<br>C. Spelling<br>Vocabulary<br>D. Note taking<br>E. Test taking skills<br>F. Following directions<br>1. Procedure<br>2. Performance test | A. Ratio and proportion<br>1. Scaling artwork<br>2. Percentage of reproduction<br>B. Measurement<br>1. Standard<br>a. Whole numbers<br>b. Fractions | A. Applied chemistry<br>1. Developer<br>2. Fixer | A. The student will be able to produce line shots using Itek 430 stat camera<br>B. The student will be able to produce film positives using Itek 430 stat camera<br>C. The student will be able to produce specia effects on positive paper using Itek 430 stat camera<br>D. The student will be able to define related vocabulary terms upon written examination<br>E. The student will be able to demonstrate a knowledge of Itek 430 operating procedures upon written examination |